DOCUMENT RESUME

ED 475 407 CS 511 341

AUTHOR	Fries, Marla
TITLE	Exaggeration, Folktales, and Characters. ArtsEdge Curricula, Lessons and Activities.
INSTITUTION	John F. Kennedy Center for the Performing Arts, Washington, DC.
SPONS AGENCY	National Endowment for the Arts (NFAH), Washington, DC.; MCI WorldCom, Arlington, VA.; Department of Education, Washington, DC.
PUB DATE	2002-00-00
NOTE	22p.
AVAILABLE FROM	For full text: http://artsedge.kennedy-center.org/teaching_materials/curricula/curricula.cfm?subject_id=LNA.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Characterization; Class Activities; *Classroom Techniques; Cooperative Learning; Elementary Education; Grade 3; Grade 6; Integrated Curriculum; *Language Arts; Learning Activities; Lesson Plans; Student Educational Objectives; *Tales; Teacher Developed Materials; Units of Study; *Writing Processes
IDENTIFIERS	National Arts Education Standards; Story Writing

ABSTRACT

Designed for a third-grade literature curriculum, this unit integrates language arts with visual arts, music, and social studies. In the unit, third graders use elements of exaggeration to create folktales, work with sixth graders to edit the tale, and create 3-dimensional representations of their main characters. The following lessons are part of the unit: Exaggeration, Folktales, and Characters Lessons 1-4: Introduction; Exaggeration, Folktales, and Characters Lessons 5-8: Writing; Exaggeration, Folktales, and Characters Lessons 9-11; and Exaggeration, Folktales, and Characters Lesson 12: Sharing Party. Each lesson in the unit offers an overview; suggests length and grade level; cites subjects and subtopics; notes equipment and materials needed; lists teacher resources; and addresses National Standards for Arts Education and other standards. Each lesson also identifies instructional objectives and strategies; provides a detailed, step-by-step instructional plan; and suggests assessment and extension activities. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 475 407

The Kennedy Center ARTSEDGE WORLDCOM

Curricula, Lessons and Activities

Curriculum Unit Detail

Exaggeration, Folktales, and Characters

Designed for a 3rd grade literature curriculum, this unit integrates language arts with visual arts, music and social studies. 3rd-grade students use elements of exaggeration to create folktales, work with 6th graders to edit them, and create three-dimensional representations of their main characters.

The following lessons are part of this unit:

- Exaggeration, Folktales, and Characters Lesson 12: Sharing Party
- Exaggeration, Folktales, and Characters Lessons 1-4: Introduction
- Exaggeration, Folktales, and Characters Lessons 5-8: Writing
- Exaggeration, Folktales, and Characters Lessons 9-11

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CS 511 341

The Kennedy Center ARTSEDGE WORLDCOM

Curricula, Lessons and Activities

Exaggeration, Folktales, and Characters Lessons 1-4: Introduction
(Part of Curriculum Unit Exaggeration, Folktales, and Characters)

Resource Type: lesson

Length: 45-60 minute sessions

Grade: 3,6

Subjects: Language Arts, Performing Arts, Visual Arts

Subtopics: Drawing

Overview: In this lesson, students will brainstorm about different places they have heard exaggerations (i.e. stories at family gatherings,tall tales told by friends, sarcastic comments). The students will write a short story in which exaggeration is used and share in small groups of 4-5 students. Each group will pick out a favorite story to act out. Groups will meet to plan and rehearse, and final skits will be performed.

Equipment:

- Computer with Internet access

Media & Materials:

Printouts: This lesson does not have any printouts.

Student Supplies:

Other Materials:

Related Textbooks:

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Library of Congress' American Folklife Center**
  http://lcweb.loc.gov/folklife/

  The Center at the Library of Congress was created by Congress in 1976 "to preserve and present American Folklife." The site encompasses all aspects of folklore and folklife from this country and around the world.

- **UCLA Folklore and Mythology Archive**
  http://www.humnet.ucla.edu/humnet/folklore/archives/

  Explore the interesting archives on this site to find links to the collections and libraries of folk centers around the world. You can also "ask an expert" from the University.

General Internet Resources:

- **American Memory**
  http://memory.loc.gov/

  This is an on-line digital library, comprised of unique and rare documents, photographs, sound recordings, motion pictures, maps, and other media that tell the story of American history and culture.

National Standards for Arts Education:

- K-4 Theatre Content Standard 1 : Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- K-4 Theatre Content Standard 2 : Acting by assuming roles and interacting in improvisations
- K-4 Theatre Content Standard 4 : Directing by planning classroom dramatizations

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- K-4 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines
- 5-8 Theatre Content Standard 1 : Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
- 5-8 Theatre Content Standard 2 : Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
- 5-8 Theatre Content Standard 4 : Directing by organizing rehearsals for improvised and scripted scenes
- 5-8 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- 5-8 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- 5-8 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- 5-8 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Language Arts 1, 8

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Students will:

BEST COPY AVAILABLE

Objectives:

- Demonstrate their understanding of family relationships.
- Organize information to present reports of group activities.
- Organize content sequentially or around major ideas.
- Incorporate visual aids to support the presentations.
- Choose planning strategies for various writing purposes.
- Organize information.
- Use vocabulary effectively.
- Vary sentence structure.
- Revise for clarity.
- Edit final copies for grammar, capitalization, spelling, and punctuation, especially the use of possessives and quotation marks.
- Write a story using correct grammar, spelling, and form.

Strategies:

- Brainstorming
- Independent practice
- Peer exchange
- Cooperative learning

Instructional Plan:

Motivator: See Extension below

Lessons 1-4: Introduction

- Lessons 1 and 2: The students will brainstorm about different places they have heard exaggerations. (i.e. stories at family gatherings, tall tales told by friends, sarcastic comments). Have students list specific examples of exaggeration in their family members oral stories. The students will write a short story in which exaggeration is used and share in small groups of 4-5 students.
- Lesson 3: Each group will pick out a favorite story to act out. Groups will meet to plan and rehearse.
- Lesson 4: Final skits will be performed.

Assessment:

Portfolio using Hyper Studio
Text of story
Quicktake photos of 3D characters
Video of actual storytelling
Student evaluation forms

Extensions:

- Prior to the lesson, have students participate in the Family Anthology activity #1 on the MarcoPolo partner site, Edsitement as homework.
- Have students submit folklore questions to UCLA Folklore and Mythology Archive experts. This page is a direct link to their "ask an expert" form.

Teacher References:

Author :

Marla Fries
Community Discovered
Omaha NE

Review Date:

ARTSEDGENotes:

The Kennedy Center ARTSEDGE

Curricula, Lessons and Activities

Exaggeration, Folktales, and Characters Lessons 5-8: Writing
(Part of Curriculum Unit Exaggeration, Folktales, and Characters)

Resource Type: lesson

Length: 45-60 minute sessions

Grade: 3,6

Subjects: Language Arts, Performing Arts, Visual Arts

Subtopics: Drawing

Overview: Each third grade student will find a partner with whom to create a folktale. During this lesson, the students will decide on a theme and main characters. During this phase of the project, the students will be assigned a sixth-grade mentor. Each day, as they complete their writing, the sixth graders will proofread their texts. This should be an unstructured time where the students are allowed to work on text, illustrations, or both.

Equipment:

- Computer Mac or PC with Internet connection (optional)

Media & Materials:

Printouts: This lesson does not have any printouts.

Student Supplies:

Other Materials:

Related Textbooks:

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Library of Congress' American Folklife Center**
  http://lcweb.loc.gov/folklife/

  The Center at the Library of Congress was created by Congress in 1976 "to preserve and present American Folklife." The site encompasses all aspects of folklore and folklife from this country and around the world.

- **UCLA Folklore and Mythology Archive**
  http://www.humnet.ucla.edu/humnet/folklore/archives/

  Explore the interesting archives on this site to find links to the collections and libraries of folk centers around the world. You can also "ask an expert" from the University.

General Internet Resources:

- **American Memory**
  http://memory.loc.gov/

  This is an on-line digital library, comprised of unique and rare documents, photographs, sound recordings, motion pictures, maps, and other media that tell the story of American history and culture.

National Standards for Arts Education:

- K-4 Theatre Content Standard 1 : Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- K-4 Theatre Content Standard 2 : Acting by assuming roles and interacting in improvisations
- K-4 Theatre Content Standard 4 : Directing by planning classroom dramatizations

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- K-4 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines
- 5-8 Theatre Content Standard 1 : Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
- 5-8 Theatre Content Standard 2 : Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
- 5-8 Theatre Content Standard 4 : Directing by organizing rehearsals for improvised and scripted scenes
- 5-8 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- 5-8 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- 5-8 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- 5-8 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Language Arts 1, 8

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Students will:

BEST COPY AVAILABLE

Objectives:

- Organize information to present reports of group activities.
- Organize content sequentially or around major ideas.
- Incorporate visual aids to support the presentations.
- Describe character development in fiction.
- Choose planning strategies for various writing purposes.
- Organize information.
- Use vocabulary effectively.
- Vary sentence structure.
- Revise for clarity.
- Edit final copies for grammar, capitalization, spelling, and punctuation, especially the use of possessives and quotation marks.
- Write a story using correct grammar, spelling, and form.

Strategies:

- Independent practice
- Cooperative learning

Instructional Plan:

Lessons 5-8: Writing

- Lesson 5: Each student will find a partner with whom to create a folktale. During this lesson, the students will decide on a theme and main characters. They will enter their sidea into a form on the computer.
- Lessons 6-8: During this phase of the project, the students will be assigned a sixth-grade mentor. During unstructured time, sixth grade students can assist third graders with brainstorming, looking for information on the Internet resource selections provided, and building ideas for their characters and stories. Each day, as they complete their writing, the sixth graders will proofread their texts. During these lesson periods, students shoul be allowed to work on text, illustrations or both. By the end of the eighth lesson, they should be ready to use a word processor to produce their stories.

Assessment:

Portfolio using Hyper Studio
Text of story
Quicktake photos of 3D characters
Video of actual storytelling

Student evaluation forms

Extensions:

- Have students watch one of the Grammar Rock videos at a computer center with their older partners. After watching the video, have students re-read their stories to check for a particular part of speech.
- Oral Traditions in Africa – a partner site lesson plan for elementary students which demonstrates the presence of contemporary folktales.
- Encourage parents, through a classroom webpage, newsletter, or by printing, to participate in the Xpeditions "New Takes on Old Tales" activity. In this exercise, families will rewrite modern adaptations of classic folk tales.

Teacher References:

Author :

Marla Fries
Community Discovered
Omaha NE

Review Date:

ARTSEDGENotes:

The Kennedy Center ARTSEDGE WORLDCOM

Curricula, Lessons and Activities

Exaggeration, Folktales, and Characters Lessons 9-11
(Part of Curriculum Unit Exaggeration, Folktales, and Characters)

Resource Type: lesson

Length: 45-60 minute sessions

Grade: 3,6

Subjects: Language Arts, Performing Arts, Visual Arts

Subtopics:

Overview: In these lessons, students will share the stories they developed in lessons 5-8. Individually, each student will create their main characters in three dimensions, producing a caricature.

Equipment:
- Computer

Media & Materials:

Printouts: This lesson does not have any printouts.

Student Supplies: Paper stuffing
Paper mache

Clay
Cloth
Standard art supplies

Other Materials:

Related Textbooks:

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Library of Congress' American Folklife Center**
  http://lcweb.loc.gov/folklife/

  The Center at the Library of Congress was created by Congress in 1976 "to preserve and present American Folklife." The site encompasses all aspects of folklore and folklife from this country and around the world.

- **UCLA Folklore and Mythology Archive**
  http://www.humnet.ucla.edu/humnet/folklore/archives/

  Explore the interesting archives on this site to find links to the collections and libraries of folk centers around the world. You can also "ask an expert" from the University.

General Internet Resources:

- **American Memory**
  http://memory.loc.gov/

  This is an on-line digital library, comprised of unique and rare documents, photographs, sound recordings, motion pictures, maps, and other media that tell the story of American history and culture.

National Standards for Arts Education:

- K-4 Theatre Content Standard 1 : Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- K-4 Theatre Content Standard 2 : Acting by assuming roles and interacting in improvisations
- K-4 Theatre Content Standard 4 : Directing by planning

classroom dramatizations

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- K-4 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines
- 5-8 Theatre Content Standard 1 : Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
- 5-8 Theatre Content Standard 2 : Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
- 5-8 Theatre Content Standard 4 : Directing by organizing rehearsals for improvised and scripted scenes
- 5-8 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- 5-8 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- 5-8 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- 5-8 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Language Arts 1, 8

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

BEST COPY AVAILABLE

Instructional Objectives:

Students will:

- Organize information to present reports of group activities.
- Organize content sequentially or around major ideas.
- Incorporate visual aids to support the presentations.
- Give an oral presentation about his/her tale.
- Help to plan a social event around the folktale theme.
- Use a variety of art media to create a character.

Strategies:

Instructional Plan:

Lessons 9-11

- Lesson 9: The students will share their stories. Lead a discussion on each story analyzing characters' activities and related personalties. Students can brainstorm ideas for character presentation based on the discussion.
- Lesson 10: Individually, students will create their main characters in three dimensions. Students can use papier mache, textured paint, torn paper collage, clay sculpture, or other means of representations.
- Lesson 11: Student finish creating characters.

Assessment:

Portfolio using Hyper Studio
Text of story
Quicktake photos of 3D characters
Video of actual storytelling
Student evaluation forms

Extensions:

- Visit Paper University-Paper Mache for instructions for making things with papier mache. See Eileen's Camp Crafts and Other Fun Things for a variety of craft ideas using clay and other materials. Also see Ms. Rose Shows You-Clay for vocabulary and recipes associated with clay.
- Visit Hands-On Crafts for an exciting on-line studio experience with clay, cloth, and cane.

Teacher

References:

Author : Marla Fries
Community Discovered
Omaha NE

Review Date:

ARTSEDGENotes:

The Kennedy Center ARTSEDGE WORLDCOM

Curricula, Lessons and Activities

Exaggeration, Folktales, and Characters Lesson 12: Sharing Party
(Part of Curriculum Unit Exaggeration, Folktales, and Characters)

Resource Type: lesson

Length: 45-60 minute sessions

Grade: 3,6

Subjects: Language Arts, Performing Arts, Visual Arts

Subtopics: Drawing, English, Folk Arts, Literature, Music, Technology, Theater

Overview: The is the culminating activity of the twelve-lesson Exaggeration, Folktales, and Characters curriculum unit, in which the students will be encouraged to tell the stories they have written while displaying the caricatures they have created.

Equipment:

- Computer

Media & Materials:

Printouts: This lesson does not have any printouts.

Student Supplies:

Other Materials:

Related Textbooks:

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Library of Congress' American Folklife Center**
  http://lcweb.loc.gov/folklife/

  The Center at the Library of Congress was created by Congress in 1976 "to preserve and present American Folklife." The site encompasses all aspects of folklore and folklife from this country and around the world.

- **UCLA Folklore and Mythology Archive**
  http://www.humnet.ucla.edu/humnet/folklore/archives/

  Explore the interesting archives on this site to find links to the collections and libraries of folk centers around the world. You can also "ask an expert" from the University.

General Internet Resources:

- **American Memory**
  http://memory.loc.gov/

  This is an on-line digital library, comprised of unique and rare documents, photographs, sound recordings, motion pictures, maps, and other media that tell the story of American history and culture.

National Standards for Arts Education:

- K-4 Theatre Content Standard 1 : Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- K-4 Theatre Content Standard 2 : Acting by assuming roles and interacting in improvisations
- K-4 Theatre Content Standard 4 : Directing by planning classroom dramatizations
- K-4 Visual Art Content Standard 1 : Understanding and

applying media, techniques, and processes

- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- K-4 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines
- 5-8 Theatre Content Standard 1 : Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
- 5-8 Theatre Content Standard 2 : Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
- 5-8 Theatre Content Standard 4 : Directing by organizing rehearsals for improvised and scripted scenes
- 5-8 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- 5-8 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- 5-8 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- 5-8 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Language Arts 1, 8

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives: Students will:

BEST COPY AVAILABLE

- Demonstrate their understanding of family relationships.
- Organize information to present reports of group activities.
- Incorporate visual aids to support the presentations.
- Give an oral presentation about his/her tale.
- Help to plan a social event around the folktale theme.

Strategies:

- Independent practice

Instructional Plan:

Lesson 12: Sharing party
The culminating activity should be held at the school as a community event. The students should develop presentations to tell their stories while they display their caricatures.

Assessment:

Portfolio using Hyper Studio
Text of story
Quicktake photos of 3D characters
Video of actual storytelling
Student evaluation forms

What method have you used to set assessment criteria?
Cooperatively between the two
What assessment tools have been used (e.g., portfolios, scales, etc.)?
See above Portfolio content

Extensions:

- Have students make and wear costumes to represent one of the characters in their folktale. For tips on making paper mache masks see P.O.W.E.R. Plays or Ms. Rose Shows You-Masks.
- See Storytelling Workshop with Gerald Fierst for an excellent guide to storytelling. Use some of the activities he suggests with your students to prepare them for sharing their stories at the party.

Teacher References:

Author : Marla Fries
Community Discovered
Omaha NE

Review Date:

ARTSEDGENotes:

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[ ] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[X] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").